



SAU 51

John Freeman, Superintendent
Lois-Jean Stevens, Director of Student Services

June 30, 2013

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New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process
Focused Monitoring Districts 2012-2013

Introduction

The mission of the Special Education Program Approval Process is to support the advancement of educational results for all learners. This aim is integral to the Focused Monitoring Process in select New Hampshire School Districts, where a strategic and collaborative process is developed to address the Achievement Gap between students with disabilities and their non-disabled peers. To meaningfully address this disparity, a systems perspective is essential to best create strategies that represent gains for all students, including those with unique learning abilities and challenges. Accordingly, the Focused Monitoring Process is designed to incorporate current school and school district improvement goals and strategies in this yearlong effort.

The New Hampshire Department of Education has elected to address the achievement gap as the 'key performance indicator' for meeting the statutory requirements in the NCLB legislation.

Essential Question:

What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?

Date of Report: June 30, 2013

State Authority for New Hampshire Department of Education Monitoring

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

The summary report for the Focused Monitoring districts is intended to serve as a record of the work of the Focus Monitoring Sub Committee during the 2012-2013 school year, and more importantly will contain a limited number of well defined goals that will help focus the district's work by setting a target for student achievement or addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Focus Monitoring Sub Committee has accomplished, which supports an improvement plan with clear goals, research-based interventions and action steps to achieve the goal of narrowing the achievement gap between students with and without disabilities. Monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put districts on the "visit" list and are aimed at helping districts improve their performance on that indicator. A statewide group of stakeholders identified the key focus area for New Hampshire school districts.

PITTSFIELD SCHOOL DISTRICT
FOCUS MONITORING SUB COMMITTEE

MEMBERS

Lois-Jean Stevens, Director Student Services

Jessica Bickford, Pittsfield Middle High School, Special Education

Tobi Chassie, District Administrator

Ronda Fernald, Pittsfield Middle High School, Special Education

Carin Foss, Pittsfield School District Technology Integrator

Rob Hanson, District Curriculum Coordinator

Danielle Harvey, District Mathematics Coach

Jeanne Howard, Pittsfield Elementary School, Special Education

Doug Kilmister, Pittsfield Elementary School Principal

Rebecca McHugh, Pittsfield Middle High School, Special Education

Kathy LeMay, District Literacy Coach

Katie Loud, Pittsfield Middle High School, English Teacher high school

Joshua Shawver, Pittsfield Middle High School, Middle School Science

Christine Teague, District Interventionist

Rebecca Towle, Pittsfield Elementary, Special Education teacher

Meghan Wilson, Pittsfield Elementary School, 4th grade teacher

Colleen Bovi, Focus Monitoring Technical Assistant

Joe Miller, Focus Monitoring Technical Assistant

PITTSFIELD SCHOOL DISTRICT
IEP COMPLIANCE REVIEW TEAM MEMBERS

Visiting Team Members/SERESC Technical Assistants

Colleen Bovi
Maryclare Heffernan
Joseph Miller

Building Team Members

Sarah Allen, Teacher
Anne Banks, Grade 9-10 Special Education Teacher
Sheila Bartlett, Grade 4 Special Education Teacher
Leslie Bergevin, Guidance Director
Jessica Bickford, Grade 7-8 Special Education Case Manager
Alexandra Briggs, PMHS Social Studies Teacher
Jamie Bowes, Grade 5 Special Education Teacher
Susan Bradley, Preschool Coordinator
Shannon DeRosa, Grade 1 Teacher
Ronda Fernald, Grade 11-12 Special Education Teacher
Danielle Harvey, District Math Coach
Alissa Heppler, Regular Education Teacher
Jean Howard, Grade 3 Special Education Teacher
Kerry Hughes, K-1 Special Education Teacher
Carin Kilar, Grade 3 Teacher

Doug Kilmister, Principal
Vicky King, Speech/Language Assistant
Karen McCue, Classroom Teacher
Tina Nevins, Speech/Language Assistant
Melissa Pazdon, School Psychologist
Caitlin Potter, OT
Lois-Jean Stevens, Director of Student Services
Paul Strickhart, PMHS Math Teacher
Becky Towle, Grade 2 Special Education Teacher
John Uhouse, Grade 2 Teacher
Sheila Ward, ELO Coordinator
Meghan Wilson, Grade 4 Teacher

NHDOE, Bureau of Special Education Representatives

Deborah Krajcik
Linda Potter
Mary Steady

PITTSFIELD SCHOOL DISTRICT
SPECIAL EDUCATION
GUIDING PRINCIPLES

- ACADEMIC ACHIEVEMENT

Students are provided with consistent high expectations, learning opportunities, targeted programs/services, and instructional practices designed to maximize their academic achievement.

- MEETING THE NEEDS OF EACH STUDENT

The approach employed to enhance academic, social, behavioral, and emotional growth is tailored to the needs of each and every student.

- CONNECTION BETWEEN THE IEP AND THE GENERAL CURRICULUM

IEP and special education services are integrated to ensure access, participation, and progress into the general education curriculum.

- STUDENT ENGAGEMENT AND OWNERSHIP FOR LEARNING

The environment is designed to promote a high level of student engagement to facilitate students taking responsibility for their learning – academic, social, and emotional.

- COMMUNICATION

Communication is designed to be focused, timely, and consistent among all stakeholders, particularly with parents/families to facilitate a complete understanding and participation in each student's IEP, transitions, and learning experience.

- SERVICE DELIVERY

Sufficient collaboration time is provided all partners engaged in creating successful learning experiences for students to ensure service delivery is timely, consistent, and effective.

- PARTNERSHIP

Strong partnerships are established among all key stakeholders to facilitate service delivery and attain significant academic, social, and emotional growth for each and every student.

Focused Monitoring Activities

In April 2012, the Pittsfield School District received notification that it had been chosen as one of the districts to participate in the N. H. Department of Education, Special Education Focused Monitoring Process (FM) for the 2012-2013 school year.

Focused Monitoring is a 5 step inquiry process designed to assist districts in examining data and developing a plan to narrow the achievement gap between students with disabilities and all other students. It was the aim of the Pittsfield School District to closely align Focus Monitoring inquiries and activities with the current District Redesign Initiative.

Pittsfield worked with an already established District Level team, known as the District Leadership Team (DLT). From this committee a sub committee was established, the FM Sub Committee embarked upon answering the essential question, “What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?” and began the process of analyzing data for root causes.

The District Leadership Team decided to request to begin with the IEP Compliance review. It was believed this would help gain an understanding of where the Pittsfield Special Education Departments strengths and weaknesses were. This process took place in October, 2012. The Pittsfield School District received their final report on April 30, 2013.

Shortly after this process began, the Pittsfield Special Education Department, regular education teachers, and community members worked in collaboration with Bill Bryan, from the Center of Secondary School Reform, to develop a mission and vision statement. During the four month process the end result established the Pittsfield Special Education’s Guiding Principles.

Starting in February 2013, the District Literacy and Mathematics coaches visited every common planning time team district wide looking at grade level trends and disaggregated groups. The teams, led by the coaches used a data driven dialogue to create an action plan to address identified weakness by the end of the year.

During February vacation, the FM Sub Committee met to review district NECAP data and develop an action plan to dig deeper into the data looking for specific root causes of the educational gap between regular education and special education, with a focus on the L1 and L2 sub groups.

The District Literacy and Mathematics coaches then went back to common planning time teams and looking at individual student data focused on L1 and L2 students performance on the NECAP and compared results to classroom performance. As a result of this work, the team developed suggestions for improvement that would support the L1 and L2 students close the gap.

The FM sub committee met in May to narrow down the list and use it to develop the FM 2013-2014 Goals for the Pittsfield School District and to determine areas of focus.

The team came up with two goals areas, one focusing on K-8 and the other with a focus on grades 9-12.

Pittsfield Elementary and Pittsfield Middle School will reduce the achievement gap between students with IEPs and students without IEPs during the 2013-2014 school year. This will be measured by increasing the amount of students reaching their growth target by 15 % measured by the NWEA, Spring to Spring.

- Literacy from 39% to 54%
- Mathematics 44% to 59%

Pittsfield Middle High School will increase college and career readiness scores by 15% as measured by the PSAT and SAT benchmarks.

- Class of 2014 from 31% to 46%
- Class of 2015 from 29% to 34%

(The district is also currently looking into a PSAT and SAT like assessment called Readistep for 8th and 9th grade students.

**NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS
CORRECTIVE ACTION PLAN FOR FOCUSED MONITORING**

SAU#: 51	NAME OF SAU: Pittsfield			SUPERINTENDENT: John Freeman		
SPECIAL EDUCATION DIRECTOR: Lois-Jean Stevens				DATE OF PLAN: 5/17/13		
SYSTEMIC FINDINGS OF NON-COMPLIANCE: Systemic Findings of Non-compliance are defined as systemic deficiencies that have been identified through the IEP Review Process, which are in violation of state and federal special education rules and regulations.						
The NHDOE, Bureau of Special Education, requires that all <u>Systemic</u> Findings of Non-compliance be corrected as soon as possible, but no later than one year from the final report date – BY APRIL 30, 2014. PLEASE NOTE: If applicable, <u>Child Specific</u> Findings of Non-compliance identified through the IEP Review Process and noted separately on the Assurance Form, are required to be resolved within 45 days.						For Use By Technical Assistant At Follow Up Visit
SYSTEMIC FINDINGS OF NON-COMPLIANCE	CORRECTIVE ACTION	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE (Check appropriate columns below to indicate expected completion time for each activity.)	Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):	
					Note as Met, In Process or Not Met	

				7/13	10/13	1/14	4/14	
FOCUSED MONITORING FINDINGS								
Ed 1103.01, 34 CFR 300.321 IEP Team The district does not consistently have the appropriate team composition for	Compile a list of internal and external certified professionals that are available to attend meetings determining eligibility and/or IEP development at IEP	Director of Students Services will develop a list of certified professionals that are available to attend eligibility and/or IEP	Upon review of eligibility and/or IEP development meeting minutes the appropriate certified team composition will be evident.				X	

				7/13	10/13	1/14	4/14	
determining eligibility and/or IEP development at IEP Meetings	meetings. Provide funding for internal special education professional to take courses toward certification.	development at IEP meetings.						
Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CRF 300.320 (a)(2)(i) Definition of individualized education program IEPs reviewed lacked evidence of a statement of annual measurable goals	Professional Development for all relevant staff will be provided to ensure development of measureable annual goals.	Director of Student Services will provide professional development from an outside resource and continue to provide on going internal professional development.	Upon review of IEPs, 100% of randomly selected IEPs will have measurable annuals goals.		X			
Ed 1109.01 (a)(7) Elements of an Individualized Education	Professional Development for all relevant staff will be provided to ensure development of	Director of Student Services	Upon review of IEPs, 100% of randomly selected IEPs will have measurable benchmarks/objectives to		X			

				7/13	10/13	1/14	4/14	
Program; Benchmarks to measure progress toward achieving goals IEPs reviewed lacked benchmarks to measure progress toward achieving goals	measureable benchmarks to measure progress toward achieving goals.		measure progress towards achieving annual goals.					
DESK AUDIT FINDINGS								
Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CRF 300.320 (a)(2)(i) Definition of individualized education program IEPs reviewed lacked evidence of a statement of annual measurable goals	Professional Development for all relevant staff will be provided to ensure development of measureable annual goals.	Director of Student Services will provide professional development from an outside resource and continue to provide on going internal professional development.	Upon review of eligibility and/or IEP development meeting minutes the appropriate certified team composition will be evident.		X			

**NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS
CORRECTIVE ACTION PLAN FOR FOCUSED MONITORING**

SAU#: 51	NAME OF SAU: Pittsfield			SUPERINTENDENT: John Freeman	
SPECIAL EDUCATION DIRECTOR: Lois-Jean Stevens				DATE OF PLAN: 5/17/13	
SUGGESTIONS FOR IMPROVEMENT: Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development. While the school or district is not held accountable for follow up on suggestions for improvement, the NHDOE strongly encourages the school or district to seriously consider the suggestions, determine which are most appropriate, and address those in the corrective action plan.					For Use By Technical Assistant At Follow Up Visit
SUGGESTIONS	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE	Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
					Note as Met, In Process or Not Met
Make sure data collection is tied to curriculum and instruction	The Director of Student Services will meet quarterly with all special education teachers to review data on interventions and instruction.	Director Student Services	Evaluation summary logs	4/14/14	
More accurately reflect services provided in classroom					
Alignment of IEP goals to classroom curriculum	Special education teachers will continue to collaborate with regular education to ensure alignment of IEP Goals.	Director of Student Services & Special Education Teachers	Observation of team meetings, curriculum work and IEP goals	4/13/14	

Review eligibility criteria for LD and align with the district's LD Policy	The Pittsfield School District will develop a new eligibility criteria form for identifying LD to align with the district's LD Policy	Director of Student Services	Form completion	Aug.2013	
Review the system and structure around related service providers and team	This will be addressed in the development of Guiding Principles for the special education program.	Director of Student Services.		12/30/13	
Define roles within special and general education to support greater communication relative to progress or lack of progress	<p>The Pittsfield staff will participate district wide in the development of guiding principles to lead the special education program of services for the Pittsfield School District.</p> <p>From these guiding principles, the special education staff will develop goals to increase our ability to service the students of Pittsfield.</p>	Director of Student Services and special education staff.	Guiding Principles and goals	12/30/13	
While building team members state differentiated instruction is a strength in the district, it is suggested that the administration continue to provide professional development to ensure that all staff are	This will be addressed district wide.				

committed to this instructional practice from pre-kindergarten through grade 12					
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PITTSFIELD SCHOOL DISTRICT ACTION PLAN

The Focused Monitoring Action Plan is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the year long FM Planning Process. This strategic process serves as 'roadmap' for advancing the learning for all students while projecting the specific strategies that will be address the achievement gap between students with unique learning challenges and abilities and their peers. The plan is designed as a document that can be reviewed and revised as necessary throughout the implementation year.

MEASURABLE STUDENT LEARNING GOAL:

Pittsfield Elementary and Pittsfield Middle School will reduce the achievement gap between students with IEPs and students without IEPs during the 2013-2014 school year. This will be measured by increasing the amount of students reaching their growth target by 15 % measured by the NWEA, Spring to Spring.

- Literacy from 39% to 54%
- Mathematics 44% to 59%

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Student 3 rd -8 th grade will set goals with teachers/advisors after the fall testing. Based off of the fall NWEA score, students who are below the (40%) will be	NWEA School Budget, Faculty	Director Student Services Special Education Teachers	April 2013 baseline collected May 2014	Director of Interventions District Literacy and Mathematics Coach	Fall 2013 Spring 2014	Coaches will take results to teams ; teachers will have students set goals Goals will be reviewed with students in Spring	Fall 2013 Spring 2014

encouraged to set goals to make catch up growth for the subject in which they are below the 40%.							
One teacher at the upper elementary level and middle school level will pilot "Executive Functions: A blueprint for success. There will be a pre-assessment and students will be assessed quarterly.	Executive Functioning Materials , Teachers	Director of Student Services PES Teacher PMS Teacher PHS Teacher Co-Chair Advisory	Sept 2013- June 2014	Classroom teachers and advisors, collection of workbook samples; baseline assessment and quarterly assessments	Sept 2013 Nov 2013 Jan/Feb 2013 May/June 2014	During Common planning time pilot teachers will discuss the assessments, classroom performance through a data driven dialogue and report results quarterly	Sept 2013 Nov 2013 Jan/Feb 2013 May/June 2014
Para Educator's will participate in professional development during the 2013-2014 school year to increase their ability to deliver intervention and have a better understanding of their students and position	Director Student Services, Special Education Teachers and Para Educators, Professional Growth and Evaluation Plan	Director Student Services Supervising Special Education Teachers Para Educators	Aug 2013 June 2013	Director Student Services arrange for professional development for para educators	Sept 2013- June 2014	Will be reviewed by all parties involved at the end of the school year, effectiveness will be shown by observation of service delivery.	June 2014

Special Education Teachers will have baseline data by the end of September and will participate quarterly in data discussions (with Dir. Of Student Services)- monitoring student progress throughout the year	Director of Student Services, Dean of Instruction, Director of Interventions Special Education Teachers, Binders, color printer with ink cartridges for graphing,	Director of Student Services, Dean of Instruction, Director of Interventions Special Education Teachers	Sept 2013 June 2014	Director of Students Services will meet quarterly to review progress monitoring data	Sept 2013 Nov 2013 Jan/Feb 2013 May/June 2014	Director Student Services, Special Education Teacher will review data to see if progress (gap growth) was made	June 2014
The Pittsfield School District will identify possible progress monitoring tools such as aimsweb, easycbm, scootpad, mastery connect and use with students in the L1/L2 categories.	Supt., Director Student Services, Director of Interventions, license for students, training and materials needed to track progress	Supt., Director Student Services, Director of Interventions, District Coaches, Special Education Teacher, Para Educators	Sept 2013 June 2014	Director of Interventions, District Coaches, Special Education Teachers	Sept 2013 Nov 2013 Jan/Feb 2013 May/June 2014	Director Student Services, Special Education Teacher will review data to see if progress (gap growth) was made and give feedback on assessment tool	June 2014
Professional Development will be offered to special education teachers and para educators. With the goal of increasing professional	Supt., Director of Student Services, bldg. and refreshments	Supt., Director of Student Services, Speech Pathologist, Occupational Therapist, School Psychologist, District Coaches,	Sept 2013- May 2014	Director of Student Services will develop a calendar of professional development, track attendance, and survey participants.	Monthly	Evaluating the programs will be ongoing through survey monkey, attendance and observation of implementation of skills taught.	Monthly with conclusion in June 2014

development opportunities, and increase reliability of interventions delivered. (included during special education monthly meeting for special education teachers)		Special Education Teachers, Para Educators, Regular Classroom teachers and others as to be determined					
Will pilot an after school literacy tutoring program. Success of this program will be measured by student who were involved making their reading target score and through progress monitoring.	Director Student Services & Director of Interventions	Director Student Services & Director of Interventions, District Coaches, Teacher, Special Education Teacher	October 2013 –May 2014	Progress Monitoring tool, teacher and Director of Student Services and Director of Interventions	Dec 2013 Feb 2014 April 2014 June 2014	Progress monitoring data review	Dec 2013 Feb 2014 April 2014 June 2014

MEASURABLE STUDENT LEARNING GOAL:

Pittsfield Middle High School will increase college and career readiness scores by 15% as measured by the PSAT and SAT benchmarks.

- Class of 2014 from 31% to 46%
- Class of 2015 from 29% to 34%

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Research the Readistep assessment available for 8 th and 9 th grade students	Director Student Services, Director of Interventions, Director of College and Career Readiness, Team Leaders, District Coaches, cost	Director Student Services, Director of Interventions, Director of College and Career Readiness, Team Leaders, District Coaches, Faculty and Staff	Summer 2013 Fall Implementation January report out	PMHS faculty, staff and admin	Oct 16	PMHS Faculty , staff and admin	January 2014

	per student, implementation of test						
One teacher at the upper elementary level and middle school level will pilot "Executive Functions: A blueprint for success. There will be a pre-assessment and students will be assessed quarterly.	Executive Functioning Materials , Teachers	Director of Student Services PES Teacher PMS Teacher PHS Teacher Co-Chair Advisory	Sept 2013- June 2014	Classroom teachers and advisors, collection of workbook samples; baseline assessment and quarterly assessments	Sept 2013 Nov 2013 Jan/Feb 2013 May/June 2014	During Common planning time pilot teachers will discuss the assessments, classroom performance through a data driven dialogue and report results quarterly	Sept 2013 Nov 2013 Jan/Feb 2013 May/June 2014
Para Educators will develop a SMART goal based on the student(s) they work with and identify activities to help them achieve their	Director Student Services, Special Education Teachers and Para Educators, Professional Growth and	Director Student Services Supervising Special Education Teachers Para Educators	Aug 2013 June 2013	Director Student Services will review all goals after they have been submitted to special education teachers by	Sept 2013	Will be reviewed by all parties involved at the end of the school year, effectiveness will be shown by evidence of goal mastery/completion	June 2014

goal. (This will be measured as stated in each individual goal and the number of para's that complete the requirement)	Evaluation Plan			para educators			
Special Education Teachers will have baseline data by the end of September and will participate quarterly in data discussions(with Dir. Of Student Services)- monitoring student progress throughout the year	Director of Student Services, Dean of Instruction, Director of Interventions Special Education Teachers, Binders, color printer with ink cartridges for graphing,	Director of Student Services, Dean of Instruction, Director of Interventions Special Education Teachers	Sept 2013 June 2014	Director of Students Services will meet quarterly to review progress monitoring data	Sept 2013 Nov 2013 Jan/Feb 2013 May/June 2014	Director Student Services, Special Education Teacher will review data to see if progress (gap growth) was made	June 2014

The Pittsfield School District will identify possible progress monitoring tools such as aimsweb, easycbm, scootpad, mastery connect and use with students in the L1/L2 categories.	Supt., Director Student Services, Director of Interventions, license for students, training and materials needed to track progress	Supt., Director Student Services, Director of Interventions, District Coaches, Special Education Teacher, Para Educators	Sept 2013 June 2014	Director of Interventions, District Coaches, Special Education Teachers	Sept 2013 Nov 2013 Jan/Feb 2013 May/June 2014	Director Student Services, Special Education Teacher will review data to see if progress (gap growth) was made and give feedback on assessment tool	June 2014
Professional Development will be offered to special education teachers and para educators. With the goal of increasing professional development opportunities, and increase reliability of interventions delivered. (included during special education monthly meeting	Supt., Director of Student Services, bldg. and refreshments	Supt., Director of Student Services, Speech Pathologist, Occupational Therapist, School Psychologist, District Coaches, Special Education Teachers, Para Educators, Regular Classroom teachers and others as to be determined	Sept 2013-May 2014	Director of Student Services will develop a calendar of professional development, track attendance, survey participants.	Monthly	Evaluating the programs will be ongoing through survey monkey, attendance and observation of implementation of skills taught.	Monthly with conclusion in June 2014

for special education teachers)							
Publicize, offer and encourage the SAT prep course (online or in school). We will increase participation from X to Y of the junior class	Director of College and Career readiness, Dir Student Services, school budget,	PMHS Faculty, staff and admin	Summer 2013-June 2014	Director of College and Career Readiness	Ongoing, 1 st test is on Oct. 16 th , 2013	Director of College and Career Readiness and Director of Student Services	June 2014

PITTSFIELD SCHOOL DISTRICT

Next Steps:

The Focus Monitoring Sub Committee will monitor the District's progress and will meet quarterly to discuss ongoing progress.

The Director of Student Services will keep the Pittsfield School Board informed and updated on the Focus Monitoring plan and progress made. The Director of Student Services will present the Focus Monitoring plan to the Pittsfield School community and develop the budget to ensure all strategies and activities mentioned are implemented.